



Math Focus Groups

Curriculum Renewal & Design
2022–2023



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Participants:

Throughout October of 2022, school and District staff conducted:

- **190** Elementary Student Focus Groups/Interviews
- **411** Secondary Student Focus Groups/Interviews
- **140** Staff Surveys
- **357** Parent/Caregiver Surveys
- **5** Community Surveys

4 Major Themes

WHAT'S GOING WELL



190 Elementary

Student Focus Groups/Interviews

Our math curriculum is **engaging, hands-on, spirals over time**. Students value **working in groups** with their peers, and parents/caregivers appreciate **opportunities for practice and acceleration**.



Elementary students, staff, parents, and caregivers named that students are **learning math in-depth** with the current curriculum.



“The kids are understanding the math principals and are able to teach it to us :)”

– Elementary Parent/Caregiver

“Being able to use digital learning devices helps with learning what I am doing wrong, then it shows why you are wrong, and then lets you redo the problem”

– Elementary Student

411 Secondary

Student Focus Groups/Interviews



Secondary students, staff, parents, caregivers, and community members noted the curriculum is **well-organized and delivered!**



“[I like] team tests since you can learn with other people and share your ideas. It helps you bond and learn at the same time.”

– Secondary Student

“The math department works well together, and they have consistent expectations as far as standards to cover, homework, and assessments. My kids have really liked all of their math teachers in middle and high school.”

– Secondary Parent/Caregiver

“The students we have hired have far exceeded our expectations, versus other employees that we have hired that were not Sun Prairie students at one time.”

– Community Member

CHALLENGES



Elementary students, staff, parents, and caregivers report a need for **more communication**, focus on meeting the **diverse needs of students**, and **adequate time** is needed in order to learn math.



“I need more communication on the methods being taught in the classroom so I can align to the same when helping my child. I would appreciate an understanding of how much my child should be practicing math and given options like a physical notebook to work through it with them.”

– Elementary Parent/Caregiver



Secondary students, staff, parents, and caregivers report the **pacing of math moves very quickly across middle school** and some of the **supplemental online resources lack engagement**.



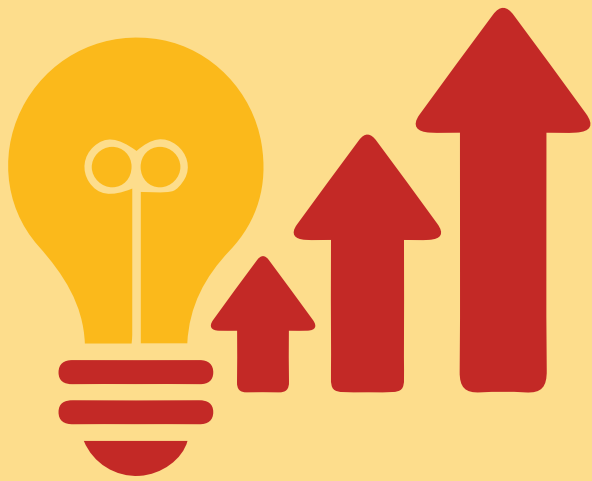
“My math class moves too fast. We hop from one thing to another. It would be better for math to be interactive and have projects – if we are just talked at, it's boring.”

– Secondary Student

“I am concerned about the pace, because when I have made time for students to explore real-world mathematics, they often don't know how to apply skills that they have been expected to know for years, let alone newly learned content.”

– Secondary Staff Member

IDEAS FOR IMPROVEMENT



Staff would like **more time for math instruction** and a focus on **small group instruction to meet the needs of all students**. Parents/caregivers want **more math communication about methods being taught** in math, so they can help their children. All parents/caregivers want their children's mathematical needs to be met.



“The structure could be such where there is time for small group instruction within the math block...”

– Elementary Staff Member



Secondary students, staff, parents, and caregivers would like to see more **deeper-dives into content through small-group instruction, real world application, in-school and in-home support and access to resources, and through hands-on learning**, as this would deepen understanding for the purpose of being successful mathematicians.



“For some students, it [the current math programming] works. But, for other students, it doesn't work and is truly hindering them more and more each year. Can many kids do it? Yes. But, many do not have a deep understanding and ability to apply their learning due to just going through the motions. Students are missing key skills that are important in their math progression.”

– Secondary Staff Member

STUDENT CONFIDENCE IN MATHEMATICS



A majority of students self-reported feeling confident in mathematics.

How confident do you feel as a mathematician? [As reported by students when interviewed by staff who are not their assigned teacher]

	Not Confident	Semi-Confident	Very Confident	*Inconclusive
Elementary (190 students)	8%	27%	61%	4%
Middle School (167 students)	17%	35%	48%	N/A
High School (242 students)	13%	29%	56%	2%
Students of Color (397 students)	11%	34%	54%	1%

*Examples of inconclusive responses may have been, “I don't know” or “not sure.”